

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All Information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

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EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers...". To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1	15 points	
Section 2	10 points	
Section 3	10 points	
Section 4	10 points	
Section 5	10 points	
Section 6	10 points	Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
26-3484900		Detroit Institution of Child Development and Training, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
Detroit Institution of Child Development and Training, Inc.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input checked="" type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Alex Walker		313-414-3726	
Street Address 5085 Farmbrook		Fax 313-885-6536	
E-Mail Dicdt1@yahoo.com		City Detroit	
		State MI	
		Zip 48237	
		Website	
7. Local Contact Information (if different than information listed above)			
Name of Contact Jon Milburn		Phone 313-384-7460	
Street Address 2663 Garfield		Fax	
E-Mail jdmilburn@yahoo.com		City Detroit	
		State MI	
		Zip 48207	
		Website	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s): Detroit Public School District		Name(s) of District(s): Detroit Public School District, Wayne County School districts, Oakland County Schools	

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☒ Yes

☐ No

What school district are you employed by or serve: Detroit Public Schools

In what capacity are you employed or do you serve (position title): Mentor

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services ***(25 points possible)***

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Description of Comprehensive Improvement Services

Support Systems to Ensure Student/Teacher Success and Sustain Improvement

The support systems Detroit Institution of Child Development and Training, Inc. (DICDT Inc.) will utilize to maximize the success of its staff in the implementation of its “Detention Prevention”, program are as follows:

The school district, selected schools and staff and the community.

Various social agencies in the community and/or city.

The local judicial system and the police department.

Various faith-based institutions in the selected school’s community.

Various businesses, industries in the selected school’s community/city.

Local, state, federal agencies and established foundations willing to assist.

The mayor’s office, the city council and the city where program is implemented.

Content/Delivery Systems Resulting in Sustained Improvement for Student Achievement

The mission of the “Detention Prevention Peer Mediation Program” is to engage the active participation of families of at-risk students in their children’s educational endeavors by providing the support services needed for parents to play the significant role necessary for successful student development outcomes—academically, socially, psychologically and physically in our society.

The goal of the “Detention Prevention Peer Mediation Program” is to provide the necessary preparations and support services to parents/guardians of “at-risk students” required to enhance student academic achievement and personal success in hopes of decreasing youth/adult illiteracy, high school dropout, teen pregnancy, drug and alcohol use/abuse and distribution, juvenile delinquency/social misfits—followers and not leaders, the lack of respect for self/peers/parents/the family/ the community/adults/the educational institution/the law, imprisonment and premature death, and the lack of employability skills and the ability to eventually take care of self and family.

The “Detention Prevention Peer Mediation Program” is an in-depth program whose objectives are to:

1. Apprise/teach parents/guardians of effective parenting skills and provide the necessary support services referrals—medical, psychological, educational, and social.
2. Recommend needed individual and/or group counseling (social, psychological, and educational) for both parents/guardians and their children if and when needed.
3. Make parents/students aware and respectful of the role and responsibility of effective parenting via formal parenting classes.
4. Provide needed academic instruction in the areas of Reading/Writing, Math/Family Living/Entry Level Job Training so parents will be better able to assist their children with school and homework and have the skills for entry level employment.

5. Provide or establish an employment link between school and work as a direct result of this “at-risk” program.
6. Provide tutoring services for “at-risk” students whose parents/guardians are participants in the program.
7. Make available transportation to and from program site when needed via bus passes during the specified time of program activities.
8. Make program participants aware of the role of citizens in a community/society via volunteerism and provide them with the opportunity to demonstrate said role first hand.

“The Detention Prevention Peer Mediation Program” is designed to be pilot tested for a period of four years (2011-12; 2012-13; 2013-14; 2014-15); four days a week; 8 months a year in a school that has PK-8 students from a school of the Detroit Public Schools or any other school district identified as a failing school—not meeting the state’s MEAP Test requirements for one or the past two school years. The target population will be the parents/guardians of those students who did not meet the state’s MEAP Test requirements for the school selected and approved by the District—Detroit Public Schools. The program will be an eight-month (September thru April), four-day week program (Monday, Tuesday, Wednesday and Thursday from 9:00 a.m. until 3:30 p.m. at a pre-determined school. This program was pilot tested at Dixon Elementary School, a PK-8 School of the Detroit Public Schools from April to June 2010 that had not met AYP for one of the last two school years.

Parents/guardians of those students identified as “at-risk” will be encouraged/recommended/invited to participate in the program. **Those choosing not to participate who have had encounters with the judicial system and/or are receiving assistance from Social Services may be encouraged to participate via recommendations from the judicial system in lieu of handing down more challenging rulings—fines, jail times, loss of child, and and/or cuts in benefits.**

To maximize the chances for the program success, the program’s administration will solicit support and assistance from the following organizations/agencies:

The school district, selected schools and staff and the community.

Various social agencies in the community and/or city.

The local judicial system and the police department.

Various faith-based institutions in the selected school’s community.

Various businesses, industries in the selected school’s community/city.

Local, state, federal agencies and established foundations willing to assist.

The mayor’s office, the city council and the city where program is implemented.

To assess the success or lack of success of its **“Detention Prevention Peer Mediation Program”**, DICDT Inc. administered the following assessments—a pre/posttest to the parent/guardian participants to determine their prior knowledge and knowledge received during the program; an assessment of the program’s informational/instructional system and the competency and delivery system of the instructional staff by the program participants; an assessment of the effectiveness of the program and its staff by the site school staff.

The program began with 12 parents/guardians and 20 students (Grades PK-8) and based on the outcome of the program’s assessment, DICDT Inc.’s staff surmised that the program was effective, needed, welcomed and embraced by all participants –parents/guardians, students, the school and its staff. The program concluded with 10 parents/guardian participants, a loss of two during the second week of the

program, obtained employment and could no longer participate); and 20 students, a loss of three during the third week (incurred transportation problems and could no longer participate in the program). Two parents expressed the need to have help in reading and math from the onset of the program and tutelage was provided.

Based on the teachers' final evaluations of the students actively participating in the "In-School Tutorial Program", all students showed some improvement by the end of the program in the areas of self esteem/self worth, attitude about school and schoolwork, citizenship, improvement in their schoolwork and academic achievement—the largest percentage from the poor to fair category; the next largest improvement was from fair to good category and an even smaller percentage of improvement was from the very good to excellent category—one student. Ninety-five percentage of the students' citizenship improved and most of the student's participation, self-esteem and self-worth and goals in life itself were enhanced; and the parents/guardians also became more involved in planned school activities. Based on the outcome of the various assessments of the pilot program of the "Detention Prevention Peer Mediation Program", DICDT Inc. was and is pleased to say that its hypotheses that if the program was implemented in a similar environment with an increased number of similar program participants and a staff, the probability for similar success would be highly likely.

JOB EMBEDDED PROFESSIONAL DEVELOPMENT TO INCREASE INTERNAL CAPACITY FOR IMPROVEMENT AND SUSTAINABILITY LINKED TO STUDENT ACHIEVEMENT

DICDT Inc. has a highly competent and accomplished staff (degreed, certified, competent, experienced) that has and will consist of a director, a supportive administrator from the participation school, a counselor, 4 teachers, an attendance agent/tutor and a financial manager/administrator. A supportive partnership will be developed between the school, special existing programs, the community, the city, the police department and judicial system, businesses, social agencies, the religious community and etc.

The following is a brief synopsis of the responsibilities of the staff:

Program Director (1) – The program director will be responsible for the development, implementation, promoting, coordinating, supervising and evaluating the program; the hiring, supervising and evaluating of staff; coediting of the program's bi-annual newsletter; the supervision of the program's budget, and any other provision that will enhance the effectiveness of the program.

On-Site School Administrator (1)—The on-site school administrator will be responsible for providing the needed support and assistance for the successful implementation of the parent program—i.e.—allocating needed space; introduction of the program to staff, parents/guardians and students; recommending the participants; evaluating the program, writing newsletter article for the DICDT Gazette about the status of the program in the school and etc.

Teaching Staff (3)—The teaching staff will assist with curriculum development, instruction, and the regular evaluation of the instructional effectiveness and the program participants' academic and personal achievements; providing one-on-one instruction/counseling to program participants when need and etc.

The Counselor (1) – The counselor will be responsible for the introduction of and the recruitment and counseling of participants for the program; servicing parents/guardians on site; servicing the children/guardians of the program at the school site two days a week; and assisting with the planning and implementation of pre-planned program workshops, activities, fieldtrips, etc.

The After School Tutorial Teacher (1) – The In School Tutorial Teacher will service twenty (20) (grades 3 to 5) for 1 ½ hour session immediately following the school day Mondays thru Thursday with their homework and needed remedial instruction at the participating school site.

The Parent-Liaison/Attendance Agent/After School Tutoring Assistant (1)—The Parent-Liaison/Attendance Agent will service student/parents/guardians in the area of school attendance and proper social behavior; and assist with the “In-School Tutoring Program”.

The Financial Administrator (1)—The Financial administrator will be responsible for maintaining accurate financial records; generating payroll sheets; monitoring and reporting results of quarterly audits; assisting the director with the approval of the program’s bills and payments; generating the necessary in-house financial reports; insuring the payment of all approved financial activities of the program; and generating quarterly financial reports to the Board of Directors of DICDT Inc.

COMPREHENSIVE CYCLE AND SUMMATIVE ASSESSMENT SYSTEMS

DICDT Inc. will do a quarter evaluation of the program and a bi-weekly evaluation of the success and/or lack of success of the program and its participants incorporating the following assessments:

Program Itself—Positive outcome of Pre/Post Assessment Survey; active parents/guardians/students/participation (attendance, program/school participation, educational academic/good citizenship growth, attitude change in parent and in child, improvement in school climate, increase in demand for participation; by more parents/guardians, etc.) resulting from program participation.

Parents/Guardians—A Pre/Post Assessment Survey; program attendance and active participation; weekly classroom instructional tests; increased school, community activity volunteerism/participation, job employment; improved attendance, grades, citizenship and test scores of their children/guardians, etc.

Students—90% or better school attendance; average or better report card grades; good citizenship grades; zero major code violations; few to nil minor code violations; positive growth in standardized test scores; enhanced self-esteem/self-worth; enhancement in social skills; increased participation in school and community activities, and etc.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Research on the educationally disadvantaged provides a clear picture of those likely to fail in elementary and secondary schools. Students from low-socioeconomic backgrounds, minority groups, or whose parents are not directly involved in their children education endeavors are at risk for educational failure—either by failing to learn while in school or by dropping out of school altogether (Ralph, 1989).

Over the last decade there has been a growing realization that students from minority backgrounds, low-income families, or both are more likely to be “at-risk” and are rapidly assuming an unprecedented share of the student population. Current estimates of the proportion of American children who are at risk for school failure range from 10 percent to 25 percent, depending upon which indicators are used to define “at-risk” children. Pallas, Natriella, and McDill noted that 35 percent to 40 percent of American students read at levels below that are expected of children their age. These authors estimated the “at-risk population” to be 33 percent of the total school population—and they believed their estimate to be conservative. Due to projected families of Hispanic origin, Pallas and his colleagues expect the problem of school failure to increase substantially between now and the year 2020 unless significant improvements occur in the lives and education of poor and minority children (Pallas & Natriella, 1989).

Historically, “at-risk students” were primarily those whose appearance, language, culture, values, communities, and family structures did not match those of the dominant white culture that schools were designed to serve and support. These students—primarily minorities, the poor, and immigrants—were and are considered culturally or educationally disadvantaged or deprived. As it became obvious that large numbers of these students were not achieving at minimally acceptable levels, “it seemed natural and certainly easy to define the problem as arising from deficiencies in the student themselves” (Goodlad & Keating, 1990).

Some of the prevalent indicators hindering academic achievement and student performance of “at-risk students” identified by well known educational researchers, accomplished educators/administrators, nationally known philanthropists and community activists are:

- Poor socio economic backgrounds
- From single parent families
- Minimum to nil parental involvement in their children’s educational endeavors
- Poor academic performance and achievement
- Poor school attendance
- Excessive number of disciplinary referrals
- Excessive number of school suspensions
- High dropout rate
- High dependency on welfare and other social programs
- High percentage of juvenile delinquency

High percentage of involvement in violence and crime
Premature sexual activity
Early pregnancy and a high pregnancy rate
Excessive substance abuse/usage of alcohol and drugs
Inadequate social skills
Low employability

Literature and researchers have suggested or stated that the lack of academic achievement and low student performance of "at-risk students" for the most part are due to the lack of support from parents/guardians/families who have low self-esteem and /or hopelessness and have negative experiences in educational settings, and are this reluctant to enter this environment, and therefore they have minimal involvement in their education endeavors. This is contradictory to the evidence that parental and family involvement in education fosters higher academic student, better attendance, and lower dropout rates (Dwyer & hecht, 1992; Fine, 1995; Teachman, Day & Carverm 1995). Research also suggests that parents/families make valuable contributions to the social and emotional development of their children (Comer, 1980), again contributing to enhanced academic performance. This was supported by the wok of Arendell (1977) who found that certain parenting qualities were significantly linked to better adjusted children, and thus better school performance. (Chung & Remark, 1999-2000)

Unfortunately, most school districts in urban America may be losing the battle of maximizing their efforts to successfully educate an increased population of its "at-risk students", thereby causing an increase in poor school attendance, student code violations, student encounters with the law, student pregnancy, school dropout, student illiteracy, the decline in the reading, math and science scores, low student GPA, unacceptable standardized test scores; and a decrease in the high school graduation rate and employability skills are the primary reasons for the decline in student academic achievement and personal success. Educators and researchers from these districts throughout the country attribute the problem to a lack of parental involvement and support in their children's educational endeavors.

At present, an alarming low percentage of low-income and minority parents are involved in their children's schools. In an urban high school from Detroit, MI that has a student population of 1,100 only 150 parents/guardians (13.63%) attended the Mid-Semester Parent Conference in the Fall of 2004 scheduled from (1:00 P.M.-3:00 P.M.) and 300 parents/guardians attended the end of the First Semester Parent-Teacher Conference in January of 2005 (scheduled from 3:00 P.M. until 6:00 P.M.) These statistics support the statement that an alarming percentage of parents/guardians of low socioeconomic status have little contact with the schools. What little contact they do have is usually negative; they only hear from the school when their children are in trouble. Also within that same school district, the number of schools that did not meet the required Adequate Yearly Progress (AYP) according to federal and state guidelines in the areas of reading, math, science and social studies, is at an alarming rate (See Appendix 14-17); and continues to have and unacceptable high school graduation rate (See Appendix 29) in spite of a number of federally/state funded programs currently in existence that appear to be

affecting some meaningful change. It is obvious there is still more intervention needed to effectively address the magnitude of the problem—an educational process that inspires maximum parental accountability/involvement/support. The proposed “Detention Prevention Program” is designed to address such problems.

All concern in the educational endeavors of “at-risk students” benefit from such a program that embraces/inspires parent and family involvement in the schools—kids, parents, teachers, schools and the community. For “at-risk” children and families, there is a lot to gain. Substantial research links parent involvement to child development and to both academic and social success of children in school. This applies to all grade levels and to programs that involve parents as tutors, as well as those in which parents play a generally supportive role. In short, the results of positive parental involvement include:

- Improved student academic achievement
- Improved student behavior
- Greater student motivation
- Improved student attendance
- Improved student self-esteem
- Lower student dropout rates
- Improved attitude toward homework
- Increased parent and community support
- Increased student performance
- Higher scores on standardized tests
- Improved achievement attitude
- Decrease in school failure

Through school involvement, parents/guardians develop a greater appreciation of the important role they play in their children’s education, a sense of adequacy and self-worth, strengthened social networks, and motivation to resume their own education (Davies 1988). Once parents realize they can do something about their housing, their community, and their jobs it becomes an imperative that a program such as the “Detention Prevention Peer Mediation Program” be implemented to address these critical issues—teaching parents/guardians how to be effective parents for a life-time, thereby maximizing their children’s chances for academic and personal success.

REFERENCES

Ralph, J. "Improving Education for The Disadvantaged: Do We Know Whom To Help? Kappan (January, 1989).

Pallas. A., Natriello, G. and McDill, E. "The Changing Nature of The Disadvantaged Population: Current Dimensions and Future Trends." Educational Researcher (June-July) 1989

Goodlad, J. I. Keating, P. (Eds.). "Access to Knowledge": An Agenda for Our Nation's Schools.. New York: The College Entrance Examination Board, 1990.

Chung, Rita & Remark, Fred. "Engaging Families of At -Risk Students in Schools". The Ohio State Urban Schools Initiative Proposal, 1999-2000.

Liontos, Lynn b. "At-Risk Families & Schools Becoming Partners", ERIC Clearing House on Educational Management, University of Oregon, Eugene OR, 1992.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Detroit Institution for Child Development and Training Inc.'s "Detention Prevention Peer Mediation Program" will provide targeted professional development for administrators, teachers, counselors and other school based support services. Prior to this school in-service, DICDT Inc.'s staff will have participated in a two-week pre-school organizational workshop to review the mission, goal and objectives of the program to the staff, parents/guardians and students and the community, emphasizing the need for their active participation; developing a comprehensive accountability strategy for all participants; and etc. This process is paramount for DICDT Inc. to be successful in its efforts to inform/educate all stakeholders about its program, mission and goals.

DICDT Inc. will issue monthly progress reports indicating the progress of its efforts to educate parents and foster strong parent-strong relationships. DICDT Inc.'s staff will attend school staff meetings and community functions thus availing itself of the opportunity to offer input and training to the staff in the area of detention prevention. It is extremely important to DICDT Inc. that the school and staff recognize its need to work closely with the community. All education stakeholders must realize that "No man stands alone", and aggressively work together to maximize the chances for academic and personal success for the "At-Risk Student Populace" and their parents/guardians. This should be, without a doubt, the goal of any comprehensive job embedded plan that maximizes the opportunity for organizations like DICDT Inc. to employ the best practice approaches and intermittent evaluation. Quality professional development for adult learners will produce an obvious positive impact on "At-Risk Student Population", their parents/guardians, the school and the community.

Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

DICDT Inc.'s multifaceted approach to parental development is consistent with all parental enhancement components of a school's individual School Improvement Plan. The DICDT Inc.'s approach emphasizes those curricular needs and tools that parents can use to enhance student learning and improve communication between the home and the school.

DICDT understands that the Michigan Comprehensive Needs Assessment is a component designed to analyze data as it relates to the prioritization of a school's improvement plan goals. Using this data, DICDT can better focus upon the needs of the individual school as it relates to peer mediation.

The accreditation process which each school undergoes, in addition to the Comprehensive Needs data allows an administration and staff to review their strengths and weaknesses. It is the goal of DICDT to provide necessary preparations and support services for all children especially "at risk" students.

Title 1's school wide objectives consist of a general approach affecting the entire building. All elements of a building's educational needs are addressed so that programs are coordinated and designed to provide academic achievement at all levels. DICDT efforts through peer mediation and detention prevention will affect the entire student body, as children learn to talk out their problems, parents become full partners in the educational process. In addition, targeted assistance will be used under the Title 1 umbrella to identify specific problems and needs as they relate to such things as self-esteem, home support of the child and greater involvement in the educational process.

The Michigan Merit Curriculum requires students entering 8th grade to acquire a minimum of 16 credits for graduation. DICDT will always rely on the resources of the Michigan Curriculum Framework (the Common core Standards) to help parents understand the essentials necessary for the educational success of their child. Helping parents understand the core content of the framework only strengthens the school's attempt to successfully educate all of its children.

DICDT has always followed the requirements of Section 504 of the Individuals with Disability Act (IDEA), which forbids discrimination on the basis of an individual's handicap in any Federally-assisted program. As previously discussed, many of DICDT's components are designed to make a positive difference for those students with special educational needs and their parents. DICDT's approach automatically includes such individuals and focuses on their needs, as noted in Individualized Education Plans (IEP's) and 504 plans.

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Parent involvement has been shown to be a key determiner in school achievement and desired positive effective behavior for all children helpful in school achievement and behavior for all children. However, “at-risk children/students” need it most. The main reason is that the cultures of home and school are vastly different for children/students who are unlike the experience of children/students from middle-class homes for whom school is similar in values, expectations and environment to their own homes and families.

One way to help to restore the cultural differences between the home and school is to improve the relationship and interactions that take place among all concerned and to get the parents/guardians of “at-risk students” to become involved with their children’s schools and teacher. Such involvement helps parents/guardians too.

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Detroit Institution of Child Development and Training, Inc. (DICDT Inc.) is a for profit organization incorporated by the State of Michigan, have an outstanding and highly accomplished staff that has a myriad of experiences—educationally and administratively; a Board of Directors that has met once a month for 4 years; registered with Dun & Bradstreet Inc. Detroit Institution of Child Development and Training, Inc. has received two quotes by reputable insurance companies for the necessary insurance required by the Detroit Public Schools; has acquired a stellar reputation for providing excellent program services via volunteerism (Crary Elementary School, Erma Henderson and Dixon/Lessenger K-8 School)

The staff is comprised of a veteran staff that has myriad of experiences, knowledge and is highly recognized professionally and personally for its educational, personal accomplishments and effective communicators; has 30+ years in the field of education and are acclaimed as masters in their field; as well as having obtained the state required certification in education and are acclaimed as masters in their field; as well as having obtained the state required certification in safety management and administration. Since 95% of the staff is comprised of retired military and business people who having successfully educated thousands of students and their parents, it goes without saying that this staff has garnered enough experience to render them “highly qualified”.

Since the program’s inception in 2008, the staff has received 95% excellent performance rating from students and parents/guardians serviced during the past three years, as evident from the evaluation administered/received at the end of each instructional session and program activity, as well as the appreciation letters received. I personally cannot compare the outcome of the quality of our services with predecessor company/companies. Thus far we have not had any previous contracts with any agency or school district/school. However, we have pilot tested our program 2008 and 2010 at Crary Elementary, Erma Henderson Upper/Lower (2008&2009) and did some community outreach activities at Dixon/Lessenger K-8 school in 2009,2010 and 2011 and received outstanding praises and gratitude from students, parent/guardians, teachers and administration. A brief synopsis of the staff’s role and qualifications is as follows:

Commander Alex Walker, the Program Director and developer of the Detroit Institution for Child Development and Training Inc.’s “Detention Prevention Peer Mediation Program” responsibility will be to navigate his team’s successful implementation of the program.

The On-Site School Administrator’s responsibility will be to provide the needed support and assistance on behalf of the school for the successful implementation of the Peer Mediation program.

Major Jon Milburn, the Assistant Director and Senior Instructor, responsibility is to provide the program communication between teacher, parent/guardian and students as it relates to the students attendance, program mission, goals and implementation.

Sitara McNezer, Eugene Taylor, the program instructors, responsibility will be to provide the necessary instruction for the educational components of the program.

The Financial Administrator will be responsible for maintaining accurate financial records; generating payroll sheets; monitoring and reporting quarter audits, etc.

Attached as requested, please find vitae for each of the aforementioned staff members.

SECTION C: ASSURANCES

The applicant entity:

1. Will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. Will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. Will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. Agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. Agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. Ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. Assures that they have accurately and completely described services they will provide to the LEA.
8. Assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation. Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

Alex W. Walker III

5085 Farmbrook

Detroit, MI 48224

(313) 885-7316

(313) 414-3726

dicdt1@yahoo.com

OBJECTIVE: Seeking a position with an established company; allowing me to use my skills and experience.

Painting & drywall, construction.

EMPLOYMENT HISTORY

Detroit Inner City Drill Team, Detroit, MI

01/1994 - present Director

Train, schedule, and administer payroll, recruit, and bookkeeping functions. Work with youth in No-Child Left Behind, after school programs.

Second II None / Entrepreneur, Detroit, MI

05/1996 - 06/2005 Entrepreneur / Painter & Drywall

Painter / drywall/ restoration interior/exterior painting. Up to code rental properties Commercial buildings.

Detroit Board of Education, Detroit, MI

03/1994 - 02/2002 Journeyman / Painter

Use of primer, stains color mixing & matching. Estimating proper material & time for jobs. Installation / finishing of drywall, graffiti removal (sandblast). Tools used were brushes, rollers, extension poles sprayers, ladders, lift-machines, scaffolds, picks and bakers. Experienced in troubleshooting.

Detroit Property and Investment improvement co., Detroit, MI

07/2010 - present Project Manager

set-up jobs, manage /supervise crew, order supplies for job site call in hours for payroll

EDUCATION

Diploma

Major: Business

Henry Ford High School, MI

n/a

Major: Business

Highland Park Community College, MI

Certificate

Major: C.A.D.

Randolph Tech, MI

CERTIFICATES AND LICENSES

C.A.D., Randolph Tech School, MI

Asbestos Abatement, New York, NY

Chauffeur license, Secretary of State, MI

SKILLS AND ABILITIES

Journeyman painter, painting & drywall, cabinet installation, supervise and coordinate workers and site management

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

JON D. MILBURN

2663 GARFIELD
DETROIT, MI. 48207
(313) 384-7460

09/2005 - Present

DETROIT INNER CITY DTRILL TEAM- Senior drill instructor and staff trainer. Chief Security Officer and Safety Management Team Head. Primary HR and PR person

Curriculum coordinator and regulations officer. Present rank of Major and XO (Executive Officer) administrator.

DETROIT INSTITUTION FOR CHILD DEVELOPMENT AND TRAINING- Program Head and peer mediator. SMT coordinator and curriculum head for tutorial setting. Focus training and character building services.

1985 - Present

J. MILBURN MECHANICAL- Mechanical contractor (HVAC, PROCESS PIPING, DUCTWORK, REFRIGERATION). Service, alterations and installations. Electrical, Plumbing, and Carpentry services.

07/1990 - 2000

ROSS LEARNING INC- Skilled trades instructor for HVAC, residential wiring and residential plumbing. Course curriculum writer. Trainer for new instructors.

1985 - 2002

CHRISTIAN EDUCATION INSTITUTE- Instructor for biblical studies. Assistant director and appointed to Assistant Professor by program director (Dr. Cora Eubanks, Ed. D.).

1983 - 2004

MICHIGAN/CANADIAN JURISDICTION CHURCH OF GOD IN CHRIST: Director of youth programming and counseling. Coordinator of activities and founder of Young Peoples' Daily Living Class. Ordained elder and evangelist.

ACCOMMODATIONS and ACHIEVMENTS: Ordained elder and evangelist COGIC. Michigan State licensed Mechanical Contractor, Certified in Metabolic Health and weight loss coach. Certified youth counselor.

EUGENE TAYLOR JR.

13814 NEWBERN
DETROIT, MI. 48212

EMPLOYMENT HISTORY:

02/2006 - Present

HUFFMASTER CRISIS RESPONSE- Road response, videographer, command post, strikes, natural disaster, floods, civilian protection unit.

09/2006 - Present

DETROIT INNER CITY DRILL TEAM- Present rank of Sergeant First Class

Drill Instructor for grades 2- 12.

Train for physical fitness, honor and color guard.

DETROIT INSTITUTION FOR CHILD DEVELOPMENT AND TRAINING- Youth care provider. Peer mediation and tutoring

Safety management services.

09/1998 - 2008

KING KAR WASH- Supervisor and management to GM fleet car care. Detail specialist.

09/1998 - 09/2000

OLD COUNTRY BUFFET: Cook and food prep.

LICENSES AND CERTIFICATIONS- Licensed security officer (10 states), US Marine, Janitor maintenance.

Sitara R.McNezer
8380 House St.
Detroit, Mi.48234
(313) 368-5238

Objective:

To secure a position in the production industry where I can utilize my skills and qualifications.

Experience

09/2007-01/2011	JoAnn's Craft Store Roseville, Mi. Sales and Cashier
06/2005-09/2005	Daimier Chrysler Corp. Sterling Hts, Mi. Spot welder: spot welding on various auto part machines.
05/2004-06/2005	Morang Supermarket Detroit, Mi. Cashier: operating the register and sales.
05/2002-09/2002	Daimier Chrysler Corp. Auburn Hills, Mi. Housekeeper: Cleaning and maintaining office suites.
09/1996-05/2002	Franks Nursery and Crafts Warren, Mi. Management Team Key Holder: In charge of store operations, opening and And closing of the store, safe audits. Department Head: Head of the floral department, ordering supplies needed for The store and departments, floral arranging, helping customers.
02/1993-12/1995	Livernois Engineering Dearborn, Mi. Prime Designer B: Computer designs for Ford Heavy Truck, Data Integrity.

